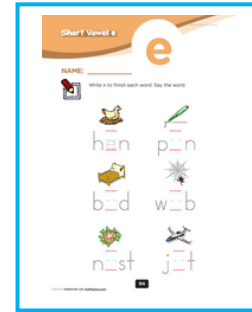


## Short Vowel e (page 46)



### Materials:

- **short vowel e** flashcard
- letter flashcards Aa-Zz
- picture cards (hen, pen, bed, web, nest, jet and any other picture cards previously taught that do not have the **short e** sound)
- string or 2 hula hoops
- page 46

### Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

### Preview: 5-7 minutes

- Show the **short vowel e** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: "E, /e/ /e/ /e/" Students: "E, /e/ /e/ /e/"
- Show the picture cards for the words that have the **short vowel e** sound and say the name of the picture, emphasizing the **short vowel e** sound and have the students repeat
  - Teacher: "/e/ /e/ hen"; students repeat
  - Teacher: "/e/ /e/ pen"; students repeat
  - Teacher: "/e/ /e/ bed"; students repeat
  - Teacher: "/e/ /e/ web"; students repeat
  - Teacher: "/e/ /e/ nest"; students repeat
  - Teacher: "/e/ /e/ jet"; students repeat

### Modeling: 5 minutes

- Give each student a card with “e” on one side and an “x” on the other side.
- Show the students a picture card with the **short e** sound.
  - Teacher: “/e/ /e/ hen”; students repeat
  - If the students hear the short /e/ sound, they show the side of the card with the letter “e.”
- Show the students a picture card without the **short e** sound.
  - Teacher: “/e/ /e/ map.”
  - If the students don’t hear the short /e/ sound, they show the side of the card with the letter “x.”
- Repeat with other picture cards.

### Guided Practice: 5-7 minutes

- Play Relay Sort.
  - Make two circles at one end of the room. Label one **e** and one not **e**.
  - Divide the class into two teams.
  - Give the first students in each line a picture card. Use the picture cards from this lesson and any other cards that do not have the short /e/ sound.
  - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and whether or not it has the short /e/ sound.

### Independent Practice: 5 minutes

- Explain how to do page 46.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 46 to each student.
  - Students may not all be ready to write the letters without dotted lines. You can draw your own dotted lines for them to trace if it is needed.

**Assessment:** (during Independent Practice)

- As the students are completing page 46, monitor and give guidance/support/correction/praise, as needed.
- Use page 46 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Review each picture card.
  - Teacher: “/e/ /e/ hen”; students repeat
  - Teacher: “/e/ /e/ pen”; students repeat
  - Teacher: “/e/ /e/ bed”; students repeat
  - Teacher: “/e/ /e/ web”; students repeat
  - Teacher: “/e/ /e/ nest”; students repeat
  - Teacher: “/e/ /e/ jet”; students repeat

